

# State Special Education Advisory Committee (SSEAC)

**Doubletree Hotel Richmond Airport  
Sandston, Virginia  
February 5-6, 2009**

**Thursday, February 5**

<b>SSEAC Members</b>					
	<b><i>Present</i></b>	<b><i>Absent</i></b>		<b><i>Present</i></b>	<b><i>Absent</i></b>
Eva Aikens	x		Fran Goforth	x	
Judy Averill	x		Melodie Henderson	x	
Mike Behrmann	x		Mona Holmes	x	
Suzanne Bowers	x		Jacqueline Nelson		x
Bob Chappell	x		Jennifer O'Berry-Ham	x	
Mary Ann Discenza	x		Peter Squire		x
Christina Draper		x	Tamara Temoney	x	
Anne Fischer	x		Carletta Wilson	x	

<b>Virginia Department of Education (VDOE) Staff</b>			
Doug Cox	Pat Amann	Gloria Dalton	Pat Abrams
Cathy Pomfrey	Susan Cumbia	Judy Douglas	Susan Trulove
Judy Hudgins	Anu Upadhyaya	Melissa Smith	Cindy Cave
Wayne Barry	Jeff Phenicie	John Eisenberg	

<b>Guests</b>			
Kathy Maybee (PEATC)	Samantha Vanterpool (OAG)	Melanie Sterling (VCU-PPD)	Mike Asip (Director of SPED Chesterfield)
Cherie Takemoto (PEATC)	Shannon and Bill Royce	Adrienne Johnson (GMU)	Deirdre Fisher
Shirley Musik (interpreter)	Carrie Humphrey (interpreter)	Pat Addison and members of Aspiring Special Education Leaders "2008 Cohort"	

## **Call to Order**

Ms. Anne Fischer called the meeting to order and asked members and visitors to introduce themselves. She welcomed the Aspiring Special Education Leaders “2008 Cohort” members.

## **Business Session**

Ms. Anne Fischer announced that there are presently sixteen members on the SSEAC. Due to resignations, there are three vacant parent positions representing Superintendents’ Regions 3, 7 and 8. She also noted the absence of three members at the current meeting.

## ***Minutes***

Members reviewed the minutes. The minutes were approved with adjustments to attendance.

## ***Subcommittee Assignments***

Ms. Fischer reviewed the subcommittee matrix and discussed committee assignments. In the absence of Mr. Peter Squire, chair of the Response to Intervention (RTI) subcommittee, Ms. Fischer requested that Ms. Mary Ann Discenza lead that group.

## ***Future Meetings***

Ms. Fischer announced that due to budget restraints, SSEAC meetings would be held in the Richmond area for the foreseeable future. There was some discussion regarding state procurement restrictions in selecting locations for meetings. Future dates are scheduled to be decided at the April 2009 meeting.

## ***2009 Meeting Dates***

April 22-24 – Richmond  
July 22-24 – Richmond

## ***Annual Report***

Ms. Anne Fischer asked that the 2008 Annual Report be mailed to members when completed. She stated that work would begin on the 2009 Annual Report at the July 2009 meeting.

## ***Nominating Committee***

Ms. Anne Fischer asked that the nominating committee meet and be prepared to present a full slate of officers at the April 2009 meeting for SSEAC approval. Ms. Mona Holmes will chair the committee.

## **Break**

## **Presentations**

### ***State Performance Plan-Annual Performance Report***

- » Ms. Susan Cumbia, Specialist in the Virginia Department of Education Office of Financial and Data Services

Virginia's 2007-2008 Annual Performance Report was submitted on Friday, January 30, 2009. The timeline for preparation of the APR was reviewed, noting the involvement of stakeholders in the review of performance and development of the APR.

The 2007-2008 APR and the "Virginia's 2007-2008 APR Summary" were distributed to the SSEAC. The summary document was reviewed to provide an overview of Virginia's performance on the 20 Indicators. It was noted that the original targets toward which performance is measured reflect high expectations. The VDOE encourages a focus on whether or not progress is made each year rather than whether or not targets are attained.

There was discussion regarding the process for determination of school divisions with disproportionate representation that is the result of inappropriate identification. This determination is based upon a two-level process that begins with a statistical analysis which leads to identified divisions conducting individual student record reviews to verify compliance with regulatory requirements. According to federal guidance, there must be a violation of regulatory requirements in order for there to be a determination of disproportionate representation. The VDOE provides additional data to school divisions through the "School Division Data Profile" to allow them to assess areas of potential over-identification and technical assistance is available to assist divisions in addressing areas for improvement.

It was noted that no changes were made to the State Performance Plan with the exception of providing updated progress data for preschool outcomes (Indicator 7). All targets remain the same.

There was brief discussion around a change to discipline reporting for students with disabilities and the potential for impact on Indicator 4. Given the lack of sufficient data to establish a new baseline, however, no change was made to the target. Effective January 2009, the reporting of suspension and expulsion for students with disabilities was clarified so that all sanctions are reported regardless of whether or not the student continues to receive services. In the past, many school divisions did not report such sanctions. It is anticipated that this change will result in a significant increase in the number of suspensions and expulsions reported and likely in the number of divisions determined to have a severe discrepancy in the number of suspensions and expulsions for students with disabilities as compared with those for non-disabled students.

### ***Discipline Data: Crime & Violence Report***

- » Dr. Cindy Cave, Director of the Virginia Department of Education Office of Student Services

Dr. Cave talked to members about legislation requiring the collection of Discipline, Crime and Violence (DCV) data. Included were the Gun-Free School Act (SF-SA), Virginia's Unsafe School Choice Option (NCLB), the Individuals with Disabilities Education Act (IDEA), Virginia Legislation and the Office of Special Education Programs (OSEP). She discussed some of the terminology included in DCV reporting and summarized state legislative requirements. Dr. Cave provided a list of offenses that are reported. She also reviewed the process for reporting data.

Dr. Cave provided examples of the data VDOE collects including demographics on each offender, all information concerning the incident and all information concerning the offense. She described some of the data elements including a definition of terms used. An "incident" is an event that may involve one or more offenses and/or offenders. An "offense" is the problem behavior exhibited by the student (s). An "offender" is the student who has the problem behavior. The "disciplinary outcome" is the sanction imposed on a student for his misconduct.

Dr. Cave reviewed several charts that contained the data collected in 2007-2008 including state incident counts and a count of offenses. She provided members with links to access the data online. Annual Reports: [http://www.doe.virginia.gov/VDOE/Publications and DCV Data 2008-2009](http://www.doe.virginia.gov/VDOE/Publications%20and%20DCV%20Data%202008-2009): <http://www.doe.virginia.gov/VDOE/Publications/Discipline/coll.html> .

### **Reports**

#### ***Assistant Superintendent, Division of Special Education and Student Services***

Mr. Doug Cox provided updates and information on several items including:

- » *Progress on the consolidation of the two state schools* – Mr. Cox noted that the school in Hampton officially closed at the end of the last school year. Some of the students from Hampton are now being served in Staunton and others are being served locally. Three teachers have been retained to help students with the transition to the public school setting. All outreach services in Hampton will end this year and the decision remains as to whether the property remains under state ownership or is sold.
- » *Revision of state special education regulations* – Mr. Cox stated that the draft is at the Governor's office awaiting the Governor's review and approval.
- » *2008 Orientation Academy for New Special Education Administrators* – Mr. Cox credited Dr. Pat Abrams for its success. The purpose of this academy is to provide new special education administrators with information on a variety of topics. This year they would be participating in several events throughout the year rather than the single event that has been held in the past.

- » *Response to Intervention (RtI) Initiative* – Mr. Cox mentioned that the pilot site training program designed to help school divisions implement the RtI process and to collect best practices to share with school divisions statewide is underway.
- » *Content Literacy Continuum (CLC) Demonstration Sites* – Mr. Cox talked with members about the CLC, developed by the University of Kansas, which is a research-proven approach to improving adolescent literacy and remains one of the few evidence-based secondary school literacy models meeting No Child Left Behind criteria. He told members that since 2005, the Virginia Department of Education (VDOE), with funding under the Individuals with Disabilities Education Act (IDEA), has collaborated with two LEAs, Hanover County (Region 1), and Botetourt County (Region 6) to implement the Content Literacy Continuum (CLC). The ultimate goal is to have a CLC demonstration site in each of the eight Superintendents' Regions. The VDOE is now seeking applications from LEAs in two additional regions for paired middle and high schools to become new demonstration sites.
- » *Commonwealth Center for Children & Adolescents (CCCA)* - The Commonwealth Center for Children & Adolescents is an acute care, mental health facility for youth under the age of 18 years, operated by the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services. Governor Kaine's budget reduction plans include a proposal to close the Commonwealth Center for Children and Adolescents (CCCA). Mr. Cox is working with the CCCA taskforce to ensure a successful transition of individuals into appropriate community settings.

Mr. Cox talked about several bills that have been introduced in the 2009 Session of the General Assembly that may or may not pass. The bills include:

- » **HB 1602** *Local school divisions; behavior analyst certification for teachers* - Requires that by 2013, local school divisions must employ one teacher who has current board certification as a behavior analyst for every 25 students with autism.
- » **SB 956** *Autism Tuition Assistance Grant Program* and **HB 1985** *Autism Tuition Assistance Grant Program* – the House: Subcommittee recommended incorporating both into **HB 2104** *Students with Disabilities Tuition Assistance Grant Program*
- » **HB 2224** *Braille; certification of instructors* - This bill provides that such regulations shall include a requirement that all individuals providing Braille instruction be certified as having passed the National Literary Braille Competency Test by July 1, 2011.
- » **HB 2304** *Special education; one year to appeal due process hearing decisions* - Provides that any party aggrieved by a decision made in a due process hearing may appeal to a circuit court for a period of one year.

- » **HB 2353** *School for Deaf and Blind* – establishes Board of Visitors of the Virginia School for the Deaf and the Blind as the governing entity for the Virginia School for the Deaf and the Blind at Staunton.
- » **HB 2537** *Special education; definition of parent* - Defines "parent" for the purposes of special education identification, evaluation, and placement of a child.
- » **SB 956** *Autism Tuition Assistance Grant Program* - Establishes a tuition assistance grant program for students with autism. The program provides grants of no more than \$20,000 a year per student to a Virginia nonsectarian private school of choice for students identified as autistic and for whom individual education plans have been written.

## **Public Comment**

- » Kathy Maybee, representing PEATC, stated that the SSEAC has been interested in the issue, and PEATC continues to get calls, on Seclusion and Restraint rules and guidelines. It is of interest to note that the National Disability Rights Network released a report last month, illustrating the policies and guidelines used in schools in the various states. It suggests the need for a national summit to devise plans to ban the use of prone restraint and seclusion under federal law and encourage the use of evidence-based positive behavioral supports.

PEATC invites members to look at the table that shows how Virginia compares to other states in the area of seclusion and restraints. PEATC continues to be interested in working with SSEAC around this issue

- » Shannon Royce talked about the challenges of addressing the needs of her twice exceptional son. She requested that the state Special Education Committee and state gifted committee work together with parents to create a plan for twice exceptional children. She provided links for two documents that she considers excellent resources.

Maryland's Montgomery County Public Schools

<http://www.montgomeryschoolsmd.org/curriculum/enriched/gtld/docs/Twice%20Exceptional.pdf>

Colorado Department of Education

<http://www.cde.state.co.us/gt/download/pdf/TwiceExceptionalResourceHandbook.pdf>

## **Lunch**

### ***Virginia Grade Level Alternative Assessment Update***

- » Mr. Jeff Phenicie, Special Education Specialist, Virginia Department of Education

Initial review of school divisions' data indicates that participation in the Virginia Grade Level Assessment (VGLA) varies greatly from division to division. Based on that data, a limited number of school divisions will be selected to participate in an onsite review. A team of VDOE staff

members will meet with local leadership teams to discuss local policies, procedures, and practices used to determine student participation in the VGLA. The information gathered from this meeting may influence policy and procedures for implementing alternative assessments.

### **Meeting of Ad Hoc Sub Committees**

Members of the subcommittees met for discussion.

### **Ad Hoc Subcommittees Reports**

#### ***Personnel*** – Dr. Mike Behrmann reported

The Personnel Subcommittee met and discussed methods of recruiting new teachers to the special education positions in the state. Teach Virginia and Teachers Rock campaigns were discussed and the consultant for those projects was available to the committee to answer questions and be involved in the discussion with Dr. Amman and the committee. Dr. Amman reported recent data, including the high number of hits to the Teach Virginia web site (approximately 30,000 visits each week). It is a high visibility information and recruitment web site. For example, during the last week of January the Teach Virginia site's Employment generated over 500 actual job applications to teaching positions across Virginia school divisions, approximately half of which had posted 282 positions on the site.

The Teachers Rock campaign was also discussed as a way to reach out to younger potential teachers since the Teach Virginia site seems to attract older and more established adults, both certified and career switchers. Discussion then moved to where recruitment efforts toward younger candidates should focus in the near future. After discussion, it was suggested by the committee that new efforts be focused on college age students, rather than high school or elementary school students. College age students are more likely to make career decisions in the near future and with the current state of the economy and employment problems of current graduates, the committee suggested that the time is right to focus on freshmen, sophomores and juniors in college. While budget is an issue in schools in Virginia right now, there is still a critical shortage of teachers in special education as well as math and science and the committee feels that targeting students two to three years away from jobs could be quite effective.

Finally, Dr. Pat Amman reported that the grant applications that some committee members had reviewed for VADOE had been awarded to George Mason University and Old Dominion University. These statewide programs are to deliver licensure programs to teachers of students with disabilities accessing the general curriculum. Those two recipients are collaborating on recruitment and delivery of programs to students. At this point they have agreed to keep tuition costs the same for both programs. They are still discussing how to share and monitor delivery of programs across the state.

***Response to Intervention (RtI)*** – Ms. Mary Ann Discenza reported

The SSEAC RTI Sub-committee reviewed a Frequently Asked Questions document entitled Review of the Response to Intervention and the Eligibility Process: frequently Asked Questions draft document. The document was developed to support Virginia's Response to Intervention guidance document, Responsive Instruction Refining Our Work of Teaching All Children. The document is designed to assist school divisions in their implementation of RtI as it relates to the special education eligibility process. In addition to the sub-committee's review of the draft document, other stakeholders will be asked to provide feedback as well. The sub-committee was asked to consider three questions as they reviewed the document; is the question essential for successful implementation of RtI, is the question and answer clear and concise enough and is additional information needed. Sub-committee members indicated the document was well-written and did meet the criteria identified above. Sub-committee members were encouraged to provide additional comments later if appropriate and indicated.

***Constituency Involvement*** – Ms. Judy Hudgins reported

Subcommittee membership is not complete at this time. A chairman will be assigned at the July meeting. Three of the regional parent representative positions are vacant, so we anticipate that new appointees will be available by July to network with parents and local SEAC chairpersons in those three regions.

We recommend that all constituency representatives to the SSEAC utilize the flyer to advertise committee meetings and to take advantage of their networking lists to communicate with their constituency groups.

Staff will continue to keep the local SEAC chairperson listing updated and available to the parent representatives from the 8 regions.

***Policy & Regulations*** – Dr. Judy Douglas reported

Virginia's draft special education regulations remain with Governor Kaine for review and approval. The document was forwarded to him in mid-November following the review/approval of Virginia's Department of Planning and Budget and the Secretary of Education. VDOE has received a petition from 35 citizens requesting another public comment period. VDOE will review this request following the Governor's response to the draft regulations.



## **Friday, February 6**

<b>SSEAC Members</b>					
	<b><i>Present</i></b>	<b><i>Absent</i></b>	<b><i>Members</i></b>	<b><i>Present</i></b>	<b><i>Absent</i></b>
Eva Aikens	x		Fran Goforth	x	
Judy Averill	x		Melodie Henderson		x
Mike Behrmann	x		Mona Holmes	x	
Suzanne Bowers	x		Jacqueline Nelson		x
Bob Chappell		x	Jennifer O'Berry-Ham	x	
Mary Ann Discenza	x		Peter Squire		x
Christina Draper		x	Tamara Temoney	x	
Anne Fischer	x		Carletta Wilson		x

<b>Department of Education Staff</b>			
Doug Cox	Melissa Smith	Judy Hudgins	Judy Douglas
Pat Abrams	Cathy Pomfrey	John Eisenberg	Gloria Dalton

<b>Guests</b>			
Kathy Maybee (PEATC)	Samantha Vanterpool (OAG)	Adrienne Johnson	
Pat Addison and members of Aspiring Special Education Leaders "2008 Cohort"			

## **Call to Order**

Ms. Anne Fisher called the meeting to order and welcomed members.

## ***Disability Navigator***

Dr. Mike Behrmann introduced Ms. Adrienne Johnson who gave an overview and provided a demonstration of disAbilityNavigator which is a 501c3 non-profit organization that provides free information about the health and aging resources available to Virginians. The information focuses on senior related issues such as health and aging, financial concerns, legal questions, health facilities, assisted living and housing, exercise programs, support groups and more. Support for disAbilityNavigator comes from contributions made by individuals, corporations, and foundations. All contributions are tax-deductible. In addition to the website, disAbilityNavigator works with a volunteer network that brings the information on the website to our friends and neighbors without computers or Internet access. These volunteers, called disAbilityNavigators, help staff disAbilityNavigator Centers. disAbilityNavigator Centers are organizations throughout Virginia that voluntarily provide free access and assistance with the website. <http://disAbilityNavigator.org>

To contact disAbilityNavigator: [info@disAbilityNavigator.org](mailto:info@disAbilityNavigator.org) (email)

Adrienne Johnson, M.S.

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### **AIM-VA: Accessible Instructional Materials Update**

» Mr. John Eisenberg, Special Education Specialist, Virginia Department of Education

» Dr. Mike Behrmann, George Mason University

Mr. Eisenberg provided a quick overview of the program and the progress made to date. The Virginia Accessible Instructional Materials Center (AIM-VA), part of the Helen A. Kellar Institute for Human disAbilities at George Mason University, produces and delivers accessible instructional materials for Local Educational Agencies (LEAs) in Virginia who have students with an IEP indicating a need for alternate formats of printed materials. The AIM-VA also provides training and technical assistance to LEAs who will order and use these accessible instructional materials. AIM-VA assists the Virginia Department of Education (VDOE) implement the National Instructional Materials Accessibility Standards (NIMAS) regulations under the Individuals with Disabilities Education Act (IDEA).

### **Constituency Reports**

<b>Name</b>	<b>Report</b>
Eva Aikens	None
Judy Averill	<p>» Virginia's annual transition forum will be held in Norfolk, Virginia on March 16-18. This forum will include the second annual youth summit and first annual parent summit. Nominations of young persons with disabilities from across the state are being accepted for the self-determination youth summit. Youth will meet to identify ways to become better advocates and lead more self-determined lives. In addition, youth summit participants will have the opportunity to attend Forum workshops specific to their needs and interests. The selected individuals will receive paid registration, lodging accommodations, travel expenses and meal reimbursements for the three day event. For more details on the Youth Summit and the Forum visit: <a href="http://www.virginiatransitionforum.org">www.virginiatransitionforum.org</a></p> <p>» The College Bound Summer Program is a college transition program for students with disabilities who are interested in attending college held in June on the Campus of Virginia Tech. Commonwealth of Virginia high school juniors, seniors or upcoming college freshman and their parents are eligible to attend. <a href="http://www.swvats.ada.vt.edu/graphical/collegebound.htm">http://www.swvats.ada.vt.edu/graphical/collegebound.htm</a></p> <p>» Say YES to College is a college transition program for students with disabilities at Old Dominion University in June. Say YES to College will increase students' knowledge of accommodation, assistive technology, self-determination skills, and other tips for</p>

## Constituency Reports

Name	Report
	college success. The program is for rising high school juniors, seniors, and college freshmen who are pursuing a Standards of Learning (SOL) diploma and reside in Superintendents' Regions 2 and 3 in Virginia.
Mike Behrmann	None
Suzanne Bowers	<ul style="list-style-type: none"> <li>» The Clarke County SEAC has opened their listserv to include Warren, Frederick and Winchester. This open list has been named the Northern Shenandoah Valley Regional SEAC. The participant list is still small and mainly still Clarke County.</li> <li>» Catherine Burzio, parent in Clarke County, has tried to pull together a regional SEAC meeting but the school systems are not interested at this time. <a href="mailto:northernshenandoahvalleyregionalseac@yahoogroups.com">northernshenandoahvalleyregionalseac@yahoogroups.com</a></li> <li>» On December 17, the FCCPTA Special Education Committee held its second quarterly meeting. Kim Dockery, the new Assistant Superintendent for the Department of Special Services spoke on the planned reorganization of the department and the external review that prompted it. As follow-up to the meeting, Kim provided written responses to questions posed by members who attended. In her responses you will notice two areas of concern in the new approach to special education: the intended redevelopment of the PRS position and RTI (Response to Intervention), which SCPS will soon institute in all schools across the system.</li> <li>» The reorganization is being put into effect in stages, so the chart does not reflect current positions. Look to see these changes in place at the beginning of the 2009-2020 school year.</li> <li>» For more information, or to read the report in its entirety, please contact Sheree Brown Kaplan, Chair of Fairfax County Council of PTAs (FCCPTA) Special Education Committee (<a href="mailto:specialchair@fccpta.org">specialchair@fccpta.org</a>).</li> </ul>
Bob Chappell	Absent
Mary Ann Discenza	Oral
Christina Draper	Absent
Anne Fischer	<ul style="list-style-type: none"> <li>» Concerns regarding AYP issues for the subgroup of SWD's – Can we make it in the four years left to go?</li> <li>» Transportation and busing issues in two school divisions               <ol style="list-style-type: none"> <li>1. regarding bus picking up students 15-20 minutes prior to end of school day</li> <li>2. trying to focus on requesting IEPs really discuss the transportation needs each and every year</li> <li>3. one school division is researching each individual elementary school, the categorical classifications of students writing the buildings and the number of buses used for each of those buildings</li> </ol> </li> <li>» One SEAC experiencing issues regarding collaboration agreement regarding the annual report.</li> </ul>
Fran Goforth	<ul style="list-style-type: none"> <li>» The different LEAs have been sending staff members to the scoring events on the VAAP, VGLA and VSEP.</li> <li>» The Special Education Annual Plans are due to VDOE on May 18, 2009 so the LEAs are working on completing the plans to present to the local special education advisory</li> </ul>

## Constituency Reports

Name	Report
	<p>committees.</p> <ul style="list-style-type: none"> <li>» VCASE conference is scheduled for May 20-22, 2009 in Virginia Beach. The keynote speaker will address “Promising Practices: Promoting Learning.”</li> <li>» Most LEAs are in the midst of facing the challenges of the budget cuts for the 2009-10 school year and are looking forward to the final stimulus packages and the impact on schools.</li> </ul>
Melodie Henderson	Absent
Mona Holmes	<ul style="list-style-type: none"> <li>» Good morning! The counties of Albemarle, Culpepper, Fluvanna, Goochland, Greene, Louisa, Madison, Nelson, Orange and Rappahannock counties are working together to host the “2<sup>nd</sup> Annual Live and Learn Conference” on Saturday, March 28 from 9 am to 1 pm.</li> <li>» Sprout Film Festival</li> <li>» Working to get more parent involvement. Also, parents are asking a lot of questions about how the budget cuts are going to affect their child’s special education services.</li> <li>» Thanked the Aspiring Leaders for sharing Thursday evening and that those located in Region 5 make contact so she can be informed about events and such in their areas to share with the SSEAC in the futures.</li> </ul>
Jacqueline Nelson	Absent
Jennifer O’Berry Ham	<ul style="list-style-type: none"> <li>» The Private Schools Workgroup for Promulgation of Regulations Governing the Operation of Private Day Schools for Students with Disabilities and Educational Programs Offered in Group Homes and Residential Facilities in the Commonwealth continue to meet with representation from the private sector as well as the LEA’s. The workgroups are collaborating to rewrite the regulations governing Private Day Schools and Educational Components of Residential Facilities.</li> <li>» In response to CORE reform initiatives, many private day schools are currently seeing an increase in the number of students in their facilities that previously may have been placed in residential facilities. These students have more significant mental health needs than many of those served by these facilities in the past. Experienced staff continues to be a crucial requirement for effective programming. Long waiting lists for additional wrap services, such as in-home services and mentoring have created a gap in provision of effective treatment for several students.</li> </ul>
Peter Squire	Absent
Tamara Temoney	Oral
Carletta Wilson	Absent
Kathy Maybee (PEATC)	<ul style="list-style-type: none"> <li>» A trend that PEATC is seeing this quarter is that in some schools in Virginia, parents are being told that they have to get a medical diagnosis (ie: ADHD or Autism) BEFORE the school will even consider doing an evaluation on their child to be eligible for Special Education Services.</li> </ul> <p>PEATC is telling families that the parent needs to document and present characteristics of their child which demonstrates that they are not benefiting from their education. The school then must evaluate the child in all areas and show evidence that</p>

<b>Constituency Reports</b>	
<b>Name</b>	<b>Report</b>
	<p>the child's suspected disability manifests itself in a way that they cannot benefit from regular education without supports and accommodations. We provide various resources (ie: ADHD checklist, behavior checklist) to assist parents in communicating their concern.</p> <p><b>We are asking for the Superintendent to issue guidance to clarify to schools the schools' responsibility regarding evaluation and identification (Child Find).</b></p> <p>» NEXT STEPS Transition Program for Families Youth and Professionals - PEATC is in year two of a three year webinar series. Attached is the flyer announcing the next six webinar topics that will be available in Spring 2009. These webinars are free information sessions from researched based trainings and presented by professionals in the transition field.</p>

### **Review of Public Comment**

The PEATC public comment raised the issue of Restraint and Seclusion. Mr. Cox, having received an inquiry, told members he had conducted a very informal survey of schools regarding this issue. He did not get a strong response but found that for various reasons, that just a few divisions have a written policy. There was some discussion regarding legal and other issues. Ms. Fischer requested that Dr. Judy Douglas give a report on the legal aspects at the April 2009 meeting. She asked Mr. Cox to provide the committee with the results from his informal survey. A request was also made that each member be provided with a written copy of the guidelines put together by the SSEAC.

A second public comment came from Shannon Royce who talked about her twice exceptional son and the challenges facing him. Ms. Royce requested that the state Special Education Committee and state gifted committee work together with parents to create a plan for twice exceptional children. After some discussion, it was decided to table the matter until members had an opportunity for further study of the issue.

### ***Suggestions for future agenda items***

- » Americans with Disabilities Amendments Act – presentation summarizing requirements
- » Follow up on testing – VGLA
- » Budget issues
- » NASDSE – federal perspective

It was requested that members be notified when the announcement flyer is completed for the April meeting.

**Meeting Adjourned**